

Faculty Motivation: A Qualitative Inquest

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Abstract

This research is conducted to investigate the underlying causes affecting faculty motivation at a large private university in Bangladesh. For this purpose, a qualitative methodology, namely, phenomenology is undertaken with Herzberg's two-factor theory of motivation employed in designing the interview protocol. Fourteen faculties of various departments take part in the interview for this study. Despite a few instances, the study reveals a general concord with Herzberg's reasoning vis-à-vis the factors influencing faculty motivation (or the lack of it). A few recommendations are also suggested in this regard.

Key Words: Faculty motivation, Herzberg's theory, Phenomenology, Intrinsic reward

1. Introduction

The term motivation comprises those psychological processes that spur someone to render voluntary efforts in accomplishing a particular task (Mitchell, 1982). One of the foremost functions of management involves motivating others to put in their efforts directed toward organizational goals. Managers thus shoulder the responsibility to provide a conducive environment in which employees can blossom to their fullest potential in attaining those goals. Any failure on their part to create such an environment would generate frustration amongst the employees that would be reflected in their diminished level of performance and job satisfaction as well as increased detachment from their organizations (Steers & Porter, 1983).

In earlier times, the organizational climate is deemed as such where the employees are considered just another input into the production of goods (Linder, 1998). The seminal research conducted by Elton Mayo around 1924 to 1932, known as Hawthorne studies, has opened the eyes of the managers and introduced human approach to management, whereby employee need and motivation take the center stage of managerial focus (Bedeian, 1993). In order to materialize human capital growth, an organization, therefore, ought to attach a high premium on having a work force that can derive motivation from their jobs and boost its competitive advantage (Dessler, 1993).

While motivation is an extensively researched topic, faculty motivation, as compared to others, still remains a thinly explored area (Menyhart, 2008). According to Dornyei (2001, p.156), "[t] here are few

publications discussing the nature of ‘motivation to teach’” and “this is clearly a fertile ground for future investigations” (Dornyei 2005, p.117). This research thus addresses a largely uncharted area within motivation research, i. e. faculty motivation. In so doing, it applies phenomenology, a qualitative research methodology, in order to explicate the underlying causes affecting motivation of the faculties of a large private university operating in Bangladesh.

The study is structured as follows: immediately following this introduction, a brief literature review on faculty motivation is provided. This is followed by research methodology that includes sample size and sampling method, data collection and data analysis. Next, the research findings and discussions are presented. Finally, the study conclusions and a set of recommendations are offered.

2. Literature Review

The extant literature sheds light on the studies regarding faculty motivation, of which a brief review is as follows:

Lord (2002) argues that retention and productivity of workers is a function of their motivation. This is corroborated by the study carried out by Sinclair *et al.* (2006), where the authors state that there is a world-wide shortage of teachers, and many qualified teachers leave the profession because of job dissatisfaction or burnout.

Menyhart (2008) carries out a qualitative study to explore the differences between teachers or lecturers and what motivates or demotivates them to teach student-centered seminars. By taking in-depth interviews, the author observes that while teachers seem to be intrinsically motivated, lecturers are extrinsically driven to teach. The demotivating factors, however, seem to follow a common pattern in both groups.

According to Doornyei (2001), intrinsic rewards are the most prominent and satisfying aspects of teaching. This concurs well with the study done by Kassaby *et al.* (2001) in Hawaiian and Egyptian context. The study also reveals the importance of intrinsic incentives, which were manifested in (a) helping students to learn English, (b) challenge and variety in the job, and (c) good relationship with students. This is further validated by White (2006), who observes that the external incentives such as money or status are not substantial enough to attract and retain teachers in the profession; rather, intrinsic motives must be the key to providing gratification to teachers and helping them derive pleasure in their jobs.

So paramount the significance of this intrinsic feature is in enhancing teacher motivation that Doyle and Kim’s (1999) research suggests that no external factor can diminish the intrinsic motivation of a majority of teachers, called ‘super teachers’. It is reflected in an earlier study carried out by Wild *et al.* (1997), where the authors contend that students who have intrinsically motivated teachers are more motivated to learn, are more interested in the materials and have higher task enjoyment than those taught by an extrinsically motivated teacher.

Chen *et al.* (2006) employ expectancy theory to examine key factors that motivate business faculty to conduct research. Study findings show that both tenured and untenured faculty members are motivated by intrinsic reward. In another study, Rowley (1996) seeks to identify issues that have impact on the motivation of academic staff in higher education. Having applied hygiene factors of Herzberg, he finds out that frustration may creep from dissatisfaction which prevents employees to perform well, including

poor time management, poor maintenance of educational equipments, or other expected responsibilities on their time.

3. Research Methodology

Qualitative research would belong to the genre of research methods wherein the researchers wield an active role in interacting with the participants (Muchinsky, 2003). In so doing, they would offer a portrayal of people's experiences and feelings in their lives and in organizational settings ((Beins, 2004, Spector, 2005). The research methodologies of qualitative nature would make a good use of flow diagrams and narrative descriptions of events or processes (Landy & Conte, 2004; Strauss & Corbin, 1990). This present research would apply a qualitative research methodology, namely, phenomenology, in its attempt to decipher various facets of faculty motivation and their understanding of the issue at hand. And this understanding is reflected in their own language and through their verbal and non-verbal cues and expressions. This would be manifested in elaborated descriptions in the findings and discussions sections in the later part of the research report.

3.1 Sample Size and Sample Method

A total of fourteen respondents take part in the interview session covering various departments of the university. They comprise the head of the departments, a couple of mid-level faculties of varying experience and a few with a little over 1 or 2 year of length of service. With a view to meeting some specific criteria for interviewing the respondents, a purposive sampling technique is employed. First, all the respondents are full-time faculty members of the university. Second, the profile of the respondents would encompass a wide spectrum of their age and experience ranging from lecturers to departmental heads. Third, to make a heterogeneous sample, a balance is made by capturing the opinions of both the male and female respondents.

3.2 Data Collection and Analysis

All the interviews are conducted at the convenience of the respondents' time and place. Prior to each interview session, the consent of the respondents is secured and they are informed of ensuring their anonymity and confidentiality of their views and opinions. The respondents have not objected to recording their opinions. Each interview is concluded appreciating the respondents for their time and effort for this study.

For the purpose of the interview, a semi-structured questionnaire is developed to ensure that the relevant topics of motivation are covered while maintaining the freedom and flexibility for the respondents to talk about their experiences and garner a depth of information (Polit & Hungler, 1987; Taylor & Bogdan, 1984). Each interview lasts around 40 minutes, on an average. And each interview is audio taped and then transcribed soon after the interview by listening to the recorded words multiple times. While conducting the interviews, one of the researchers also notes down some verbatim quotes, and tries to take note of the gestures and expressions of the respondents.

As for analysis of the responses, these are compared side by side and one by one along with their non-verbal expressions noted down during interview sessions in order for various themes of faculty motivation to emerge.

4. Findings of the Study

This section first presents the opinions of the faculties regarding motivation, the degree of their motivation, and their arguments whether an educationist, compared to other professionals, has different reasons to get motivated; it then highlights their reasons for having chosen this profession. Finally, it illustrates in their own languages the various themes of faculty motivation and demotivation that have emerged from their responses.

4.1 Motivation defined

According to the respondents' views as to their understanding of motivation, it is found that a majority (seven out of fifteen) of them consider it an intrinsic feature that gives an individual the urge to accomplish a particular task. Five respondents deem a person's ability to influence others the prime facet of motivation. Job satisfaction and enjoying ample facilities translating into superior performance are mentioned twice as drivers of motivation.

The following comments would capture the respondents' views vis-a-vis motivation in their own words:

Motivation...something that encourages you, that spurs you on, to do something.....

The driving force that makes an individual to do something;

Motivation is some sort of eagerness to perform my work in a proper way and sincerely I'll be self-driven

Regarding the aspect of influencing others as being an attribute of motivation, the respondents express as follows:

By motivation, I want to say...to make someone believe in what I believe...to transfer my own ideas into someone else's

To attract others to my line of thinking....to make them biased to my line.....

Two faculty members working as lecturers relate motivation to job satisfaction or getting adequate support resulting into better performance; they put it in the following way:

Female: What I understand...total employee satisfaction...whether s/he is satisfied or not....and being able to give his/her output

Male: They will provide me sufficient support, and, because of that, I'll give my 100%

Apart from the above, a veteran faculty member deems motivation an aspect touching on different issues as presented below:

Motivation varies from person to person; some people by the scope of working independently, some by applying innovation, some by financial terms...

4.2 Level of Faculty Motivation

When asked whether they are motivated on their jobs, the respondents express their level of motivation that ranges from high to moderate to extremely low; the moderate level features the highest number of nine times.

Table 1: Frequency of the respondents' motivation level with their length of service and designation

Motivation Level	Frequency	Length of Service @[the university] (Years)	Designation
High	3	6, 4,	Asstt. Prof., and Professor
Moderate	9	6, 9, 2.5, 1.5, 8, 4, 2, 6, 9	Asstt. Prof., Assoc. Prof., Lecturer, Lecturer, Asstt. Prof., Lecturer, Asstt. Prof., Asstt. Prof., Assoc. Prof.
Low/Very Low	3	5, 10, 4	Lecturer, Assoc. Prof., Asstt. Prof.

The way the respondents express their level of motivation in one of the above categories can be captured in the terms mentioned below:

High: 'Obviously'; 'Yes!' (with a bit of excitement); 'Yes, yes, I'm motivated'

Moderate: 'I'm not fully motivated'; 'More or less motivated'; 'Not strongly motivated'

Low: 'Demotivated'

Extremely low: 'Not motivated'

4.3 Is an Academic Motivated Differently?

While responding to the above question, all the respondents express their opinions positively; all of them feel the motivation in this profession lies, primarily, not in the amount of money it draws, rather in the dignity and the respect it carries, and in the freedom and the prospect of research it entails.

According to a professor:

Money to me is not the motivating factor, dignity is the most

According to an associate professor:

Yeah, of course, of course, I think – I think an educationist should be more motivated by the prospects of research, by the prospects of respect in the society. An educationist may not get the highest salary, but there is a social respect involved

According to an assistant professor:

Yes, definitely, definitely, because academicians, those who are in this profession...I'm sure they haven't come here for money; normally, the biggest motivating factor is money, but in this case, teachers are not up to the money; they look for appreciation, freedom to work independently

According to a lecturer:

Yes, an educationist should be self-motivated in this aspect, the job he is performing is not about day-to-day transaction.....the person is creating input for the society, contributing to the quality of human being.

However, the difference between an academic and a person in another profession is vividly portrayed by a faculty, when he relates what his friend (in another profession) has said about him, about a teacher's attributes:

You people have nothing much to ask for in your life....you can be easily recognized....in your shirt pocket, there are one or two pens, and you wear the same shoes over again.....

This faculty, however, do not reconcile with the underlying derision heaped by his friend on his profession as he goes on, speaking philosophically:

....but, the Pajero is not the last thing; so many things still remain unresolved; the goal of a life is much more precious than riding a Pajero....life is too short!

4.4 Reasons for Choosing this Profession

When asked about the reason of why they have chosen this profession, a majority of the faculty members talk about the reasons that find resonance in their expressions mentioned above. They consider it a big opportunity of educating the people, and serving the nation.

This profession is fairly more prestigious than other profession; it's more respected than others.

To make someone educated is the best service I can contribute that leads to building the nation and at large humanity.

A number of faculties, however, did venture into the corporate world before switching to this profession after having experienced what they call lack of innovation and satisfaction.

I was in the (a particular job); ... I realized that I am not enjoying my job; it seemed it was repetitive, it was boring.....where there was no innovation.....luckily, there was an option, in the private university; I found at least there is scope of innovation.

I had the glamour of corporate job, but I have come to teaching for different reason that is certainly self-satisfaction, and the fact that I can apply innovation

Some faculty members cite the room of flexibility and the scope of doing research and higher studies as their reasons of joining this profession. A veteran professor has spoken of his feelings as follows:

There is the opportunity to learnthere is the desire to do PhD, there is the satisfaction of doing research

The above opinion is mirrored in the comments of a young lecturer, as expressed below:

I have an urge to go for higher studies...do the PhD.,mainly for getting time to study, I have come to this profession, there is flexibility,another profession, I won't get this much time.....I didn't get time to study in my job in telecom industry;

Two faculties, both of them being lecturers, mention the family background that induces them to embrace this profession.

The various themes of motivating and demotivating factors are now presented below:

4.5 Motivating factors

Theme One: Working Environment

An overwhelming majority of the faculty members mention that their working environment is a prime source of motivation for them. This feeling of theirs of being enthused by the working environment

ranges across a wide spectrum of the university faculties irrespective of their designation. The respondents articulate their satisfaction in the following different ways:

Oh yes, my colleagues....I feel, this is my second home. We have a very good rapport that we share; we don't have any nasty politics.

I like the environment; I like the students, teachers, staff, it's like a family, we work like a family; when I interact with teachers of other departments, I feel very happy

Basically, this dept....I like very much, the staff, other teachers, specially, I would like to mention some of our teachers' names (.....)....I do enjoy very much; it's a very good team.

Environment is very fine; most importantly, teachers are more important than money.....in service, this is very important; the relationship among the head, senior and junior colleagues is very positive

The above sentiments are conveyed by a female assistant professor, an experienced professor, a male assistant professor and another female assistant professor respectively. And, they belong to four different departments.

Theme Two: Intrinsic Reward

The opportunity of imparting knowledge to the students, making them understand of the class materials, and of moulding young minds brings forth to the faculties a great deal of motivation to their purpose, to their life.

While delivering lecture, I can see the students are communicating; they try to understand what I am saying or make them understand what I am trying to say; it gives me satisfaction to a great extent

I think the student appreciation When the students come to me after exam and when they tell me that the exam went well, the classes were very helpful, then I feel very strongly motivated; when I feel that the students have learnt something from my classes then I feel that's the best motivation I can get here

When I teach students in the class, I feel very motivated; when I deliver my speech, during that time....I actually get fresh students; we organize foundation courses, when we get fresh students, from other situations...I feel good, they are fresh, innocent...we can mould them in our own way

The faculties, who are at the helm of running their departments, attribute their cause of motivation to the challenge that the job entails – managing different programs, or crafting the future of a department:

Being the Head of any dept., specially, (....dept.'s name...), where there are three programs, also in terms of no. of students.....it is a very tough task...this is a great motivating factor for me....

Here,almost started from the beginning; the department, it was at the primary stage;took it as a challenge, to build the department....more satisfying than money

The faculties consider it very rewarding when they find their students being rewarded in the job market for their efforts, for what they have taught them in the class.

Well.....when I come to know a student of mine has really done well in the market, being selected over other graduates of other leading private universities, that really motivates me to carry further

When my students.....most of them are ex-students, when they come back to say that they are applying what we've taught them, that's really motivating

The esteem the students hold for them and the positive influence they can exert over their students during and even after their period of study are a cause of faculty motivation; this has resonated well with their very choice of this profession.

I can influence one or two students to perform well in their professional life....for a better life; they can apply the knowledge I and other faculty members are offering to his personal/professional life---which is not possible to offer in a corporate job.

When I see them respecting us, I feel I am big part of their life

Each semester, I see a lot of new faces, new students...and some of them...lot of them become part of my life; I like that phase

Theme Three: Autonomy and Flexibility

The autonomy and flexibility enjoyed by the faculty members play a pivotal role in enhancing their level of motivation. According to them, this autonomy is manifested in designing course contents, in adopting teaching methodologies and in setting flexible work-hours. They express their opinions as follows:

I do like it here because no interference by the authority hardly any interference; I can work as I would like, as I feel or deem necessary.

We have independence regarding the courses we teach....specially, flexibility of our timings, yes, we have it here.

A few faculty members exude satisfaction in the fact that they are not being monitored as in other places. Two male assistant professors reflect on this issue as below:

There is flexibility, not like Cantonment

I have seen that teachers are observed by cameras and other things in some places, so if you have to do that, then why are we teachers?

This aspect of autonomy and flexibility that has inspired them to embark in this teaching profession in the first place continues to motivate them on their jobs here at [university]; so said a female lecturer:

...that same reason....I am motivated....I can spend more time with my family.....I can relax....I have the freedom...flexibility to set my own routine

Theme Four: Honesty and Openness of The Administration

The perception of the faculty members as regards the administration being honest contributes significantly to faculty motivation. Not only is the administration being perceived as non-interfering into the routine academic affairs as stated above, faculty members have pour in accolades on the administration's hat for its financial integrity and non-meddling attitude into the admission process.

Well, they are not forcing us to do something against our wishes. In many universities, I have heard teachers are like guests; at other universities, they may decide one day.....there'll be some recommendations to take this candidate – these kinds of things I've heard in other universities;

may be, some foundation members will recommend someone of their choice, or, foundation members have insulted teachers verbally in front of students – I have never heard that about [the university], and financially also, [the university] administration is honest.....

Those who are foundation members,....no interference from them.....

The administration also receives praise for attaching due consideration to faculty inputs and opinions regarding various administrative matters.

I feel my decision... here, it matters; there are different problems, ups and downs; however, time to time, the administration seeks my decisions and suggestions; this way, I think they have created an environment....they give me a feeling that they give me importance

I think in [university], unlike other private universities, teachers have lots of power, they have a lot of say – in all the activities—any decision by the teachers is respected....

The VC, or the registrar they encourage us; they give us sound support; they appreciate us, we feel motivated

4.6 Demotivating factors

Theme One: Lack of Research Facilities

Lack of research facilities features as *the* key source to faculty demotivation. As stated above, a majority of respondents are found to have embraced this profession because of the prospect of conducting research in their respective fields; however, the scarce facilities, according to them, impedes their research potential to a great extent.

What I think in this university, there is hardly any step to do research – that is very demotivatingin other universities, when they do research, the university gives them monetary incentives, but not in my university; they are sending faculty members to international conferences, bearing the cost.....

Here, there are very few research publications; we talk a lot, but we hardly involve in doing research; in a university, there should be enough publications in a teacher's room; such aversion...you know... to conducting studies...to written documents... is not healthy. We have no archiving system....if we die, this archiving, written stuff will speak for us; but we are so much lagging behind in this regard

Theme Two: Lack of Infrastructure, Scattered Campus

Apart from the dearth of research facilities, inadequate infrastructure surfaces as a major cause of faculty dissatisfaction. Because of the acute space constraints, they argue, they are having a hard time in conducting classes, exams, and experiments with a large number of students jostling in a crowded room. And as for the faculties, they have to sit in a room with no air conditioning facility, and share one computer with so many of their colleagues.

In our dept., there is space problem; since I do the routine...I know, there should be rooms that can accommodate at least 50 students; to manage students in the space presently available is....very cumbersome.

There is no A.C. in the faculty rooms, no facility for ventilation; there is A.C. in the lab assistant's room, but not for the teachers;there are not sufficient computers for them.....in two rooms, 8 or 9 teachers work and wait for using two computers.....so much work to do.....

Faculty members express their utmost annoyance and frustration for the lack of adequate logistics support they experience during their classes:

.....not only multimedia.....let me explain a situation: the faculties....they could be provided with a laptop; the same PC..... it is shifted to the lab....we need to update the CD-ROM.....but there is no dedicated person to take care of the technical set-up; I can't copy, sometimes PC is not working, sometimes, there is the problem with CD-ROM device.....I spend hours together.....I teach such subject that requires this...

In the classroom, we don't get proper OHP...electricity goes off....UPS, generator not working.....hot situation....only one fan, only one light....this is very much irritating

One reason I am demotivated is...lack of facilities – there is not sufficient multimedia available, our internet facility....there should be one computer available for each and every teacher....

A prime source of demotivation stems from the fact that the university has no permanent campus yet. All the respondents, irrespective of their designation or duration at [university], are unanimous in voicing their displeasure regarding this particular aspect.

We must have a campus as early as possible; it's very urgent to have its own campus...you know, exams are being held in scattered way...in civil dept., in CSE dept., here and there; students complain, it's a very discouraging factor to me

We must have permanent campus..... I have classes in different departments....first class, say, in the business department, next class in the Pharmacy....I get very tired

Theme Three: Poor Quality of Intake

A foremost concern that pervades the minds of the respondents lies in their perception of the poor quality of the freshmen students. Barring a few food students, majority of them are nowhere near the standard, with their knowledge of English Grammar woefully lacking. Particularly in those courses where students have to express their ideas in English, the faculties concerned find themselves in the most unenviable situations as they have to struggle in making the students understand of the subject material, and more so in checking their answer scripts. Their frustration is so obvious, expressed as follows:

The demotivating factor....the quality of students; I am not comparing with BUET or DU, but with other private universities, the scenario is very serious...we are getting perhaps one of the worst qualities of students.....

In our dept., students have increased a lot, but it's very tough to teach the deviation of knowledge they have; 5 or 6 students are very good, and the back benchers are so poor, it's very tough to teach them.....how can you teach a student who doesn't know ABCD and another student who can write the essay actually;

The selection of students....students...those who come here, some of them are not really fit to study undergraduate....that pains me a lot

The poor quality of the students allows a bit of complacency to creep in the minds of a particular faculty, as conveyed in the following:

I am not challenged here by the students....I take classes on a part-time at (a particular) university; say, I tell them 'what is narcissist?', over there, they might understand, but not here..... there is some sort of complacency on my part; students...they probably thought I know the word 'narcissist', I know a lot!.....

So, in order to address this problem, they suggest that a filtering system be in place so that some sort of uniformity of the level of the students is maintained:

Students quality.....should be better; the level is very poor.....here, students with CGPA 6 out of 10 are getting admission; there should be a filtering system...CGPA should be at least 8.5

Theme Four: Bureaucratic and Apathetic Administration

While faculty members give due credit to the administration for its certain practices as stated in the preceding pages, they are bitterly critical of its laidback attitude, calling it inept, sluggish, bureaucratic, and non-responsive. So acute is their sense of demotivation, it has graduated to the level of utter frustration; this is borne by the following words:

I find them quite inefficient....I don't feel they have any specific goal.....in 5 years or 10 years;look at the teachers...from Vice-Chancellor – may be it's the best resume....lots of potentials, lots of opportunities and credentials wasted.....

After finishing the class, when at 4 p.m.,....Registrar's office organizes a meeting; there is unnecessary table talk, that irritates me.

The administration should be more dynamic, because in our dept., we are trying our best to give the students the best of education.....if we have to prove ourselves... as working in a leading university....first improvement has to come from administration.

When asked, how dynamism goes missing and how it can be infused in the administration, he offers the following example:

Dynamism...like, sports tournament; our teachers have to get involved...sometimes it's unfortunate to see...if a faculty has to be in the field skipping the classes, this is absolutely unacceptable. Had the registrar's office...with a no. of assistant registrars, who could take care of this extra-curricular activities, teachers could concentrate on their main job.....

The administrative system should be more efficient; this is educational institution... like, if we have to give requisition....but there is so much file work, bureaucracy....we have no administrative system; our coordinator has to do all the coordination, we want administrative officers.

Theme Five: Utter lack of Promotional Activities

The administration has come under a barrage of criticism for what they call its total apathy to promote its name and activities in the media. The university has earned quite a few laurels for itself, and yet, due to its laidback, amateurish attitude in propagating those accomplishments, it could not much capitalize on these issues. Whoever is asked of this question, their answer contains these two words: 'hardly anything/any'!

Promotional side?...hardly any. From time to time, except what I'll see, 'let our dreams come true', there is hardly any promotional effort; or even if there is anything, I almost always miss, nobody even knows....

O, well... that's something we really lack, for [university], there is hardly anything we hear about promotional activities. Apart from some newspaper ads, there is no other publicity that I can mention. This is very important because this industry...it has become so competitive

In order to address this issue, they offer a few suggestions as expressed below:

There is a magazine 'Campus'....but there is hardly any news of [university]; since other universities' news are getting published, I don't know why [university] is not getting this coverage; I am not so sure, but perhaps, every university has got PR, who knows how to get this published.....

If we can have a [university] brand name.....right now, we are getting students....because, our graduates are recommending; consider magazine 'Campus',.....the no. of items if you consider, our newsletter looks impressive, but no publicity at all...recruit a reputed PR, who will be responsible for making [the university] known to the market....

Theme Six: Low Pay Structure

Responses to the question related to the above elicit both positive and negative comments from the respondents. While their negative feelings are voiced on an emphatic tone, the positive ones are expressed on a tentative note.

Payment is not up to the mark

Pay should be increased, I am not happy, not at all; you see...considering our present economic situation, because of high prices.....I definitely want higher remuneration, this is my requirement

Since the salary structure is set much lower than the industry average, faculties believe it is taking a heavy toll in getting faculties, particularly of high calibre.

*One of the reasons.....nobody will consider [the university]...its salary, ...perhaps **the** reason;we have tried last three months to hire faculties, but one major obstacle was pay;..... if we want to hire good faculty members.....I think we are in a position....we wanted to hire one faculty from another private university; he was also motivated to come to [the university]; he was being offered....he was saying that he was already getting 55,000.....I think [the university] is missing a lot of faculty members and opportunities only because of salary.*

We are short of teachers, teachers are coming and going, but students are increasing, we need minimum 18 teachers, in the 4th year, if you assign junior teachers, they are not very welcome; so, you need senior teachers, good teachers. How? Salary structure has to be reset....

Salary is a factor, you know, sometimes we are losing some faculties..... they used to be telling us they are not enjoying working over there (in other universities)....this advantage....we have not been able to capitalize on that.

5. Discussion

The current research employs Frederick Herzberg's Motivation-Hygiene theory to decipher the factors influencing faculty (de)motivation. According to this theory, there would be a number of factors that could be deemed as motivators (for example, achievement, recognition, work itself, responsibility, advancement and growth) and hygiene factors (for example, organizational policy, supervision, work conditions, relationship with peers, salary). As presented in Table-1, the level of respondents' motivation

would fall into one of the three categories – high, moderate and low/extremely low. Below is a brief discussion relating to the reasons of these distinct levels of faculty (de)motivation in line with Herzberg's two-factor theory.

(i) Level – High: Three faculties expressed high level of motivation on their jobs. The reason mentioned by all of them related to intrinsic feature of the work itself they were carrying out. While the two of them spoke of the challenging nature of the task – running three programs developing a new department, the other one talked about the service she would render to the fresh intake and of the opportunity of moulding them in her own way. The presence of this intrinsic factor, according to Herzberg, would lead to motivation, which was the case for these three faculties of three different departments.

(ii) Level – Moderate: Nine faculties characterized their level of motivation on their jobs as moderate, reflecting the simultaneous existence of both positive as well as negative feelings with neither having a sway over the other. The positive reasons cited by them comprised the factors like relationship with their peers and the head, flexibility of their working hours, and autonomy to the faculty as practised by the management. Flexibility was mentioned thrice, autonomy four times and limited growth potential once. Since, according to Herzberg, the presence of the first factor would not lead to employee satisfaction on their jobs, the findings of this study would thus run counter to Herzberg reasoning. As regards to the flexibility and autonomy, these two dimensions would come in agreement with his theory.

Regarding the demotivating factors, they cited the working conditions (lack of research facility, inadequate logistics support, limited computer/internet access, space constraints), salary scale (compared to the industry), and limited opportunity for growth. While the negative feelings vis-a-vis the first two factors, namely working conditions and salary, contributed to faculty demotivation and thereby found harmony with Herzberg assertions, the last one – limited growth opportunity – did not concur well as, according to Herzberg, it would actually lead to 'not satisfaction' and not necessarily dissatisfaction.

(iii) Level – Low/extremely low: The level of motivation of three faculty members ranges from low to extremely low. The reasons offered by them would comprise the aspects of lack of recognition and working condition. While the absence of management recognition, according to Herzberg, should lead to 'no satisfaction', the study comes across a keen dissatisfaction and frustration among the faculty members and is thus at variance with that of Herzberg. It, however, validates the theory when it would come to the unfavorable working condition.

Motivating Factors

The participants maintain that teaching is indeed a vocation for them, which supports earlier research results that emphasize the importance of intrinsic motives in the profession (Menyhart, 2008; Gheralis-Roussos, 2003; Kassabgy *et al.*, 2001). The fact that imparting knowledge to students and experiencing their improvement can intrinsically motivate the faculty members has also been validated by previous studies (Csikszentmihalyi, 1997). Another important factor, namely, autonomy, positively affecting faculty motivation finds concurrence with the studies done earlier, such as Shoaib (2004).

Demotivating Factors

The fact that the lack of infrastructure and logistics support adversely affecting the faculty motivation falls in line with prior studies done by Doyle & Kim (1999), Gheralis-Roussos's (2003). The finding that low salary impacting negatively the motivation level of the faculties is corroborated by that presented by

Menyhart (2008). Furthermore, that pay dissatisfaction may lead to various negative consequences such as turnover as expressed by the faculties is supported by earlier studies (Tang & Frost, 1999; Tang *et al.*, 2000).

6. Conclusion and Recommendations

The current study is conducted on faculty motivation in a large private university in Bangladesh. Fourteen faculty members of different departments participate in this qualitative exploration of various dimensions or facets influencing their motivation on the job. Herzberg's two-factor theory is employed in analysing the comments regarding their level of motivation. Various conclusions drawn from the study are presented below.

The level of motivation amongst the faculty ranges mostly moderate to high due to primarily intrinsic reward. Like most academicians, the faculty also feel innate satisfaction to contribute in developing human resource and consider it the best service they can provide to build the nation and the humanity. Nobility, honesty, and dignity in this profession are valued by them much higher than money or any other job.

Among the motivating factors, working environment is the prime source of motivation for the faculty members. Their self contentment or satisfaction is echoed by the entire spectrum of the university faculties irrespective of their designation.

Intrinsic rewards, autonomy, freedom, success and interaction with the students are interrelated, although all factors are not exactly the same. Valuing intrinsic factors more than any thing else (other research findings indicate the same), faculty members believe autonomy and flexibility plays a pivotal role in enhancing their level of motivation. The opportunity to impart knowledge, becoming part of developing one's thought process, correcting weaknesses of the next generation mean a great deal to the university faculties. The application by the students of the knowledge imparted to them in the real world appears to be highly rewarding to the teachers. Non-interferences and financial integrity of the administration also contribute positively in the motivation process of the faculty members.

According to the responses of the faculty participants, the urge to carry out research is very much apparent. As stated earlier, a majority of the respondents are found to have embraced this profession because of the prospect of conducting research in their respective fields. The scarce facilities, according to them, have, therefore, greatly hindered their research potential.

Inadequate infrastructure surfaces as a major cause of faculty demotivation. They express great concern for delayed action to establishing permanent campus. Many believe due to lack of space and insufficient up-to date facilities, the university will eventually have tremendous setback or even lose what it has accomplished during the last 15 years.

Poor in-take works as a challenge for teachers and stands in the way of imparting quality education. Although honesty of the administration is praised by quite a few, they are critical of its laidback attitude, calling it inept, bureaucratic, and non-responsive.

None of the respondents are excited or enthusiastic about their compensation package, while a good many of them voice negative tone. It becomes clear that high turnover rate and selecting competent faculty members pose a great challenge to the departments as well as the administration.

Recommendations

While faculty members have expressed their sense of motivation stemming from a number of sources, there are some critical issues facing the administration that would call for urgent attention:

- The administration has to pay utmost consideration as to how it can upgrade research facilities that would help the faculties to concentrate in conducting cutting-edge research. It should facilitate in creating an environment where the faculty members will feel truly motivated in carrying out their research and get financially rewarded.

- It has to ensure that faculty members in all the departments are working in a decent working environment. And as the current infrastructure in certain departments are not adequate for faculties and students alike in taking exams and doing experiments, sufficient rooms and space must be available at any cost.

- Since the level of quality of the Freshmen, excepting a few, is woefully low, particularly in the area of English grammar, faculty members suggest that a filtering system, like a rigorous admission test, must be in place to have a relatively balanced batch of incoming students.

- The administration ought to hire a reputed PR in order to put the university on the spotlight and highlight the commendable achievements it has earned for itself (like obtaining IEB accreditation of the Dept. of Civil Engineering, getting ranked first among all the private universities and second overall in the country in web-o-metrics ranking of the universities in the subcontinent). In this regard, campus magazine should be thought of at a minimum to spread its name among the students elsewhere and in other universities.

- Since the administration has come under fire for its palpable indifference with regard to the timely and proper evaluation of the faculty members in various departments, it is high time that it would keep an eye that no faculty is discriminated against when it comes to his/her promotion, as and when it is due. It should also seriously consider the introduction of the best faculty award in each department to get the faculty members more motivated.

- The management would do itself a world of good if it heeds the faculty demand of restructuring its present payment structure, particularly at assistant professor level. All its efforts of making the university a center of leading research-oriented institution will come to naught if the current state prevails for long; for, it will act as a disincentive to the people of high academic calibre either willing to join or staying within the university, as already evidenced in the recent past. Various fringe benefits like remuneration for invigilation, checking answer scripts, etc. should be in place.

- The administration must shed its current unenviable distinction of being inefficient and bureaucratic; in order to do so, the registrar office is in dire need of more personnel. This demands immediate attention of hiring a few assistant registrars, who will render prompt service and can also burden the responsibility of overseeing extra-curricular activities (for example, a football tournament); this would help the faculties to concentrate more on their primary responsibility of teaching and research.

- The management ought to set a target by which it can start building its own campus and shift to the new place. Until it does so, this will act as a great incentive to faculty demotivation, particularly for those of interdepartmental teachers, who have to run around to be on time in their classes in different buildings. It will also negate the chances of getting meritorious students in various departments, which are

in close proximity to other sprawling, spacious mini-campuses of other universities. Any delay or dilly-dallying attitude in this regard is, therefore, absolutely untenable.

- The university should introduce a system like ‘faculty development scheme’, whereby the junior faculty members, under the guidance of experienced teachers, would be able to develop their skills. This will facilitate all the faculties to remain abreast, in their respective fields, of the new and innovative tools and techniques in upgrading their course materials as well as conducting leading-edge research. Besides, the administration should actively consider of providing ample monetary incentives to the faculty members in doing PhDs or going for any higher studies.

- The university administration should arrange a meeting or an open dialogue, where everyone, irrespective of their positions, will have the liberty to ventilate their grievances and expectations from the authority. This would surely go a long way in helping the administration cement a strong bond among the different strata of teachers and employees and forge ahead.

- The top management of the university must have a vision of where it wants to be in the next 10 or 15 years from now. It should carve out a realistic vision that would act as a spur to all the university faculties to render the best in them to make it truly a leading university of the country and in the region.

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